Student Achievement Improvement Planning Collecting and Analyzing Data

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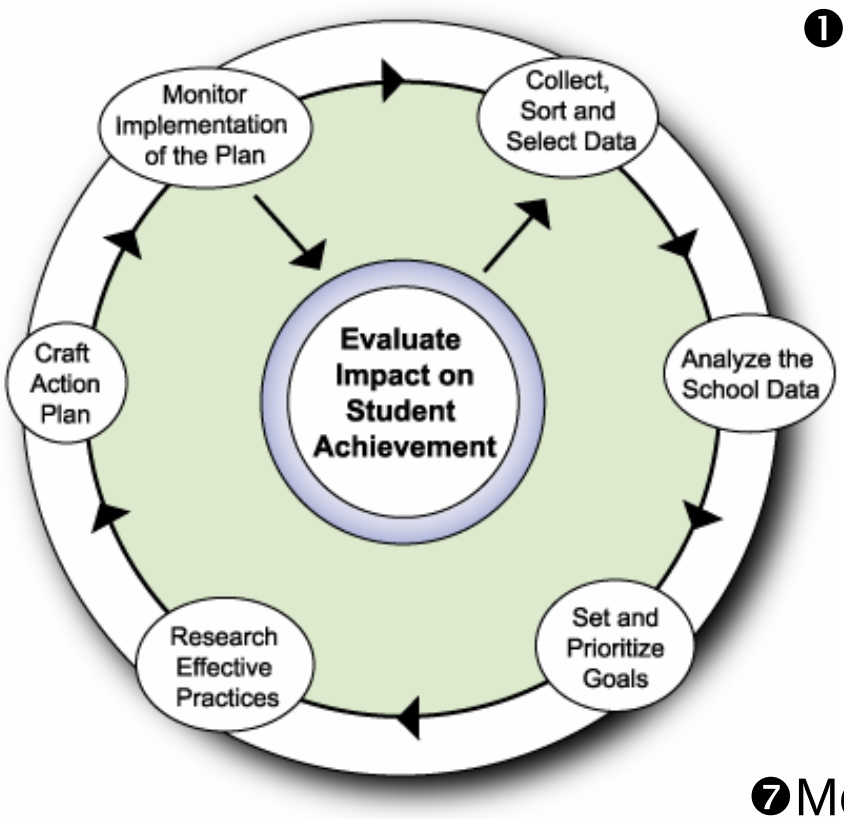
A Review of the SAIP Model & 8 Stages of Development



❶Prepare for Readiness to Benefit

❷Collect, Sort, and Select Data

❸Analyze the School Data

❹Set and Prioritize Goals

❺Research Effective Practices

❻Craft Action Plan

❼Monitor Implementation of the Plan

❽Evaluate Impact on Student Achievement

Your question for today…

What do Academic Leaders need to know about data (collection, sorting and analysis) in order to write and implement an effective SAIP?

Goal - Collect, sort, and select data for whole staff to review.

	Yes	No
Leadership collects a variety of data from a variety of sources (i.e., demographics, perceptions, context, and student achievement).		
Time and support needed for teams to collect, sort and select data are identified and available.		
Leadership team values the need to use data to make decisions.		
Leadership team is willing to include data that may be painful to look at.		
Leadership knows how to facilitate a meaningful discussion even when the topic or emotions get “hot”.		
Leadership team does not make their own initial interpretations of the data public, but includes the community in the interpretation process and is willing to consider all possible interpretations.		
Leadership team knows how to create quality charts and graphs and how to display data.		
Leadership is willing to acknowledge that there are several possible interpretations of the data that might be “right.”		

What type of data might schools collect?

- Achievement data- state test scores, placement tests, course completion data, progress monitoring data (AIMS, YPP and SI)

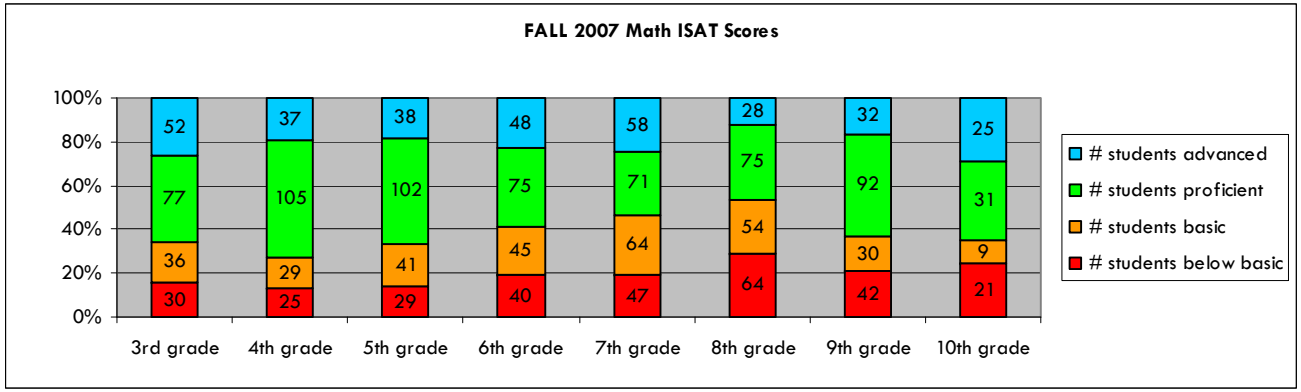
- Perceptions data- general stakeholder survey data (staff, students, parents, community members), cultural data, focus group data, other administered surveys (Title, SPED, etc.)

- Contextual data- work samples, OLS progress and attendance, drop data matrix tool for evaluating teacher conference calls and Elluminate sessions, program specific data, evaluation of training and/or PD, assignment completion rate, placement data (i.e.: how many kids are placed below AAG?)

- Demographics data- F/R lunch rate, ethnicity, gender, special populations, retention, drop out, graduation, mobility, language proficiency, high speed internet access, SAMS

What process might schools use to collect and report data?

- One central data repository is critical.
- Make sure to gather data from the various departments of your school: **
  - Operations Manager may collect attendance rates, subgroups of total school population
  - Title I Coordinator may offer free/reduced counts, progress of students in Title I, Title I specific data
  - HS director may offer progress data, completion/retention data, areas of concern etc.
- Agree on a common method of reporting so that data is easily interpreted by stakeholders. We use “Colors of the Rainbow” approach.



Types of Data and Associated Collection Tools

QUANTITATIVE DATA: Survey tools that feed into database systems are excellent if you will need to filter and sort the data later:	TOOLS THAT CAN BE USED FOR BOTH TYPES OF DATA	QUALITATIVE DATA: This data is not as easily sorted or interpreted, but you are looking for common "threads" Process of "Noticing, Collecting and Thinking About Things:" ftp://ftp.qualisresearch.com/pub/qda.pdf
Use drop down menus– not narrative text boxes. This will make it easier to narrow choices and to sort to find patterns. Don't forget to do a trial run with your survey!	Survey Monkey ($200/yr subscription fee or limited edition free) www.surveymonkey.com RSVMe http://www.rsvme.com/ Shared spreadsheets – these are great if no one messes with the formatting--- we have gone away from these in favor of other tools http://www.techonthenet.com/excel/questions/shared.php	TIP: Use narrative text boxes instead of drop down menus Focus Group Discussions

Sample with Qualitative data…

- IDVA Cultural Analysis
  - We used the narrative field (fill in the black / text box) option in Survey Monkey to ask the question:
    - Working at IDVA is like: _____
  - We gave ALL of the data to teachers and asked them to read it all one time and then to go back through to look for trends—
    - If something shows up more than 3 times it's a trend
    - Highlight positive in green, negative in red
    - List and discuss trends
    - Sort these into categories (time, student connection, life style, balance, etc.)
    - Ask: Are there things we need to be doing differently?
    - Things we need to keep doing?

Now that I have my data, what tools help in sorting process?

- Microsoft Excel:
  - Data filtering, pivot tables, concatenate, VLOOKUP to merge two spreadsheets quickly, graphs
- Microsoft Access:
  - filter, sort, query, report, store for multiple user access, quickly count, filter on top of filter to establish trends
- Paper and Pencil:
  - Trend analysis, sorting, etc.

*If you are working as the main data person in your school, a class in MS Excel and MS Access would be very helpful and save you a lot of time! You don't need to know how to build relational databases (Access) just an intermediate level understanding of Access is fine. Administaff is a great resource for these classes. ☺

Now that I have my data sorted, how can I best share it?

You know that data held by an administrator really doesn't prompt anyone into action.

Data must be shared.

The main part of the remainder of the presentation will be about how to share with STAFF and STAKEHOLDERS, but let's review some important details first.

With which constituents do I need to share this data?

- Sharing of school-wide data is an important tool used by successful school reformers
- How much is appropriate to share? (HINT: Remember FERPA when sharing)
- Take out any identifying information which may lead others to find out who you're referencing (ex. All [insert subgroup here] students failed.) Refrain from using ambiguous terms such as "few," "some," and "many" or "most." Rather, use specific terms like "65% of all students," or "112 students at the middle school level" or "over 2/3 of our 8th graders in Algebra I"
- Subgroups of less than 10 should not be referenced
- When sharing whole school data, consider "blacking out" last names especially if audience has any members from outside of the school

What is my purpose in sharing?

There are all kinds of great reasons to share data:

- Trying to sell the school's program
- Trying to showcase the school's program
- Trying to elicit help from the community for at-risk students
- Trying to get someone to understand why I am doing what I'm doing
- Trying to get someone to give me advice about what to do
- Trying to establish trends
- Trying to engage staff and stakeholders in the process of taking action

Dialogue amongst staff -- "Datalogue"

Analyzing your data is a process in which you will want to involve your entire staff. Good data-driven dialogue leads to data-driven decisions. If you engage staff in an ongoing data dialogue, it is much more likely that they will feel ownership for the data-based decisions you collectively make.

Goal - Facilitate whole community involvement in analyzing the data

(INTERACT)	Yes	No
Teams have collected multiple types of data from multiple sources. 		
Teams have decided what data to share with staff and how it will be displayed. (THINK: Is this always a good thing?)		
Time is available for full faculty to provide input on data that presents a full picture of the school.		
Leadership is willing to facilitate a discussion even when the potential for the topic or emotions to get "hot" exists and can skillfully hear all players while keeping the main goals in mind.		
Faculty understands how to read/interpret charts and graphs of data.		
There is a process for reaching consensus on prioritized concerns (i.e., Rating and Ranking).		
All community members have a say about what data should be collected.		
If it is determined that there is not enough data, it is likely that a decision may be postponed until more data is gathered.		

What if I need help in facilitating meaningful discussions about data?

Before you begin the discussion the establishment of some “touchstones” or ground rules for communication will be helpful.

The facilitator should be objective and comfortable reminding people of these rules when the discussion gets “hot” or when there are “sidebars,” rolling eyes, etc.

These can be proposed or developed by the group. Once a school has these, they can be used in all discussions.

What if I need help in facilitating meaningful discussions about data?

If you're hoping for an outcome, have a plan! Discussing data can take multiple paths– some that you might not have considered or planned for… this is okay, but there are tools that can help you "frame" the discussion. Discussion protocols generally provide a "structure" for the examination of data (or a problem). Here's an example:

1) Pose a problem (or a task)
2) Present the object of analysis (data about MS student performance, for example)
3) Allow time for interpretation
4) Encourage groups to come up with questions
5) Share the questions (or the top questions) resist the urge to make this facilitator centered…Resist also the urge to answer the questions…
6) Encourage more dialogue
7) Break into small groups
8) Answer key questions in small groups
9) Share out with larger group

For more detail on this process see the WA School Improvement Planning Guide p.18: http://www.k12.wa.us/SchoolImprovement/Guide.aspx

What process might schools use to analyze data?, Cont.

- Inquiry Process- Hinges on “essential questions” or questions that:
  - are central to the teaching and learning process,
  - most people agree need to be addressed,
  - can direct inquiry and data collection
  - you don’t already know the answer to (INTERACT)

For more detail on this process see the Annenberg Institute for School Reform School Improvement Guide: http://www.annenberginstitute.org/tools/guide/index.php p.17+

Essential Question work… (a model)

Sample Essential Questions:

- How do we best assist at-risk learners?
- Why are middle school students scoring below the rest of the school's average?
- How many of our students are proficient in reading? Math?
- What areas of reading/math are most difficult for our students?

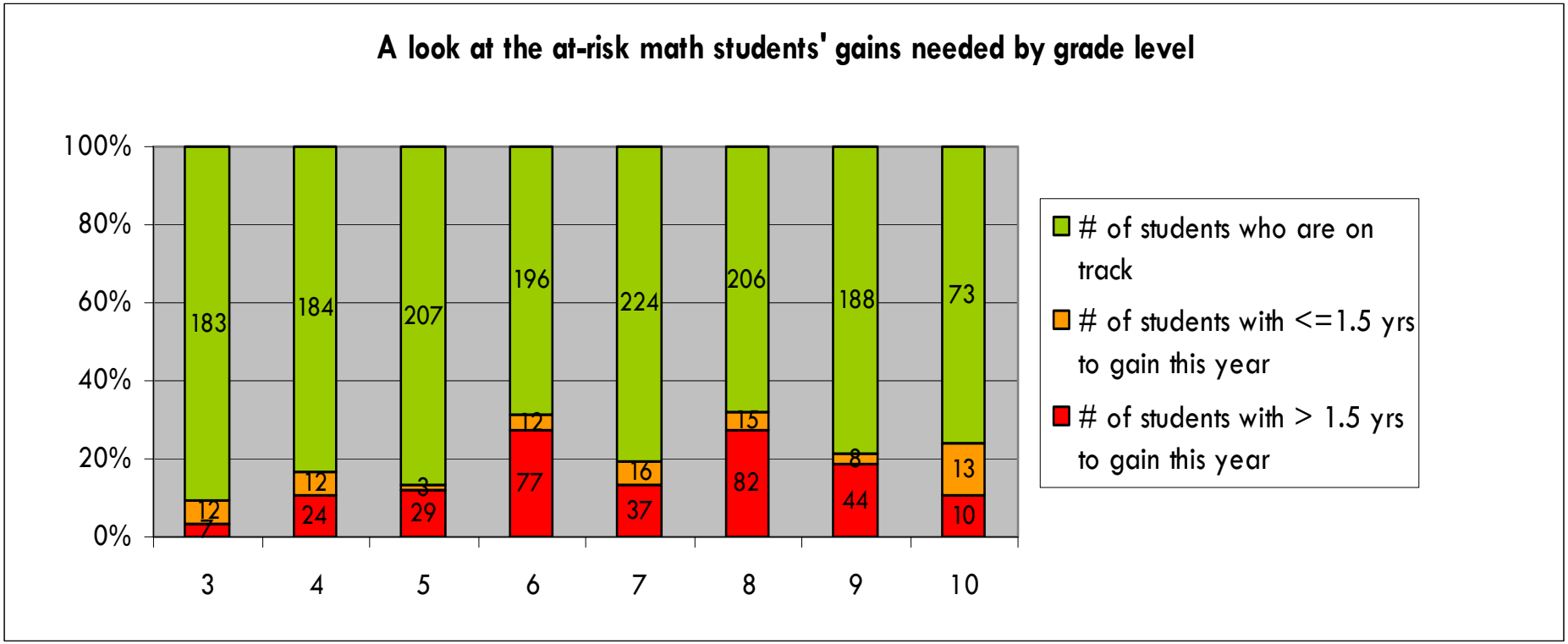
THINK: How might these questions be strengthened? (Think about the sub questions here)

Essential Question work… (a model)

- Once an essential question has been selected:
  - Brainstorm with lead teachers or others to determine: 1) the sub questions and 2) the data that you will need to fully answer the question and 3) to determine your action (if any)
  - QUESTION: Why are middle school students scoring below the rest of the school's average?
    - Who are the kids we're talking about– how do we identify them?
    - What is different about these kids?
    - What is different about the curriculum at this level?
    - How are they being taught?
    - How much time are they spending?
    - Etc…
  - DATA: test scores, placement data, demographical data, progress and attendance data, etc.

Essential Question work… (a model)

- SAMPLE DATA and Findings:



Essential Question work… (a model)

- SAMPLE THOUGHTS on our Data:

TRENDS

math scores get progressively worse in 5-8, but seem to get better in 9th and 10th-- due to more direct instruction in VHS model?, due to increased level of feedback on student work?

less parent involvement in VHS

do we need to consider a MS model that allows for more DI?

what if each B or BB child attended two Elluminate sessions per week-- each focusing on different tasks - this would mean larger groups

why is there only one Math 8 specialist when this is our worst performing grade?

proficiency scores are shrinking from year to year until 9th and 10th gr

we know some teachers encourage parents to take the end of unit exams without doing the content- do we still believe this is good advice? What about the teacher guides?

what items need most attention-- curriculum compacting

Essential Question work… (a model)

- SAMPLE DATA and Findings:
- FINAL THOUGHT: we need more data…

WHAT WE DID:

We sent out a shared spreadsheet with pre-planned drop down menu answer options to gather additional info on the following for each identified at-risk student:

- Placement in curriculum
- Teacher name
- Grade level
- LC at home and working with child?
- Attendance issues?
- Progress issues?
- Been referred to a support program previously?
- Are they SPED?
- Are they identified Tier Two?
- Are they rural?
- Do they have high speed internet?
- How many years have they attended our school?

Essential Question work… (a model)

WHAT WE FOUND:

- Most are in grades 6-8
- Most are not “slightly behind” but are “far behind”
- Most are new to IDVA (first year students)
  - 56% in language, 46% in math
- About 20% are in SPED
  - 16% language, 22% math
- About 65% have a learning coach at home who is working with them, but some don’t
- About 10 students have withdrawn since they were first identified
- Most struggling students (not counting SPED) are placed below AAG in the k12 curriculum which might put them at a further disadvantage because they are not exposed to on-level curriculum
  - 75% in math, 69% in lang
- Most of these kids do not have “attendance issues”
  - 12% in lang, 14% in math
- Many of these kids DO have progress issues– attendance is reported, but progress is slow or not made
  - 26% in lang, 38% in math
- Most kids who are behind are behind in both math and language

Essential Question work… (a model)

HOW WE ACTED:

- Held three town hall meetings with parents
- Shared data
- Formed a middle school design team
- Designed a middle school model with required instruction components in LU/C and Math to begin in FALL 08

A look at a tool in action

- Data carousel tool
  - Great tool to share and interact with school data
  - How it works:
    - Data is presented in a “gallery walk” format to staff– four stations are customary
    - Staff members are divided into groups of no more than 8
    - Each group considers their data set and writes narrative statements

    NOTE: *they are not to come up with solutions at this point– just comments on the data
    - Groups record their comments on the data
    - The data rotates (or the groups rotate) You can leave the comment sheets with the data for the next group or remove them)
    - The process continues until all groups have looked at all data
    - The data and comment sheets are shared whole group
    - This tool makes data public, possibly easier to understand and makes it possible for different interpretations to be heard

  - http://www.k12.wa.us/SchoolImprovement/Guide.aspx (p. B16) for the activity and C31-34 for accompanying tools – statement sheets, etc.

What questions would you have about this data? What if you had it for every student in your school over a period of time– two years, for example?

B	C	D	E	F	G	H	I	J	K	L	M	N
Student LAST name	YPP	Student AAG	attendance	FA Score	Pts away from Prof	Prof and Min Growth Target	SPR Score	Pts Growth	Years Growth	Prof?	This is the student's _____ year at IDVA	
[redacted]		8	wIDVA							na	first	
[redacted]tti		8		200	-29	P= 229-242 (4)	221	21	5.25	Basic	first	
[redacted]		8	wIDVA							na	first	
[redacted]er		8		209	-20	P= 229-242 (4)	220	11	2.75	Basic	fourth	
[redacted]e		8		220	-9	P= 229-242 (4)	231	11	2.75	Proficient	first	
[redacted]		8	wt2	215	-14	P= 229-242 (4)	229	14	3.50	Proficient	first	
[redacted]er		8		216	-13	P= 229-242 (4)	222	6	1.50	Basic	fourth	
[redacted]e		8	wt2	225	-4	P= 229-242 (4)	230	5	1.25	Proficient	first	
[redacted]		8		223	-6	P= 229-242 (4)	230	7	1.75	Proficient	first	
[redacted]		8	wIDVA							na	second	
[redacted]		8		225	-4	P= 229-242 (4)	233	8	2.00	Proficient	first	
[redacted]gton		8		228	-1	P= 229-242 (4)	230	2	0.50	Proficient	first	
[redacted]		8		217	-12	P= 229-242 (4)	225	8	2.00	Basic	first	
[redacted]		8		223	-6	P= 229-242 (4)	227	4	1.00	Basic	first	
[redacted]on		8		221	-8	P= 229-242 (4)	234	13	3.25	Proficient	third	
[redacted]		8		206	-23	P= 229-242 (4)	220	14	3.50	Basic	first	

		FA Score	from Prof	Growth Target	SPR Score	Growth	Years
	All totals	216	-12	above	226	9.86	2.46
79%	Attending totals	217	-12	above	226	10	2

Value Added Assessment Tools, in a Nutshell– Can you show value added in your program?

SL, SL	SH, GL
SL, GH	SH, SH

What if I need help in facilitating meaningful discussions about data?

Going into the discussion with a constructivist attitude and an open mind is key. This is everyone's data! Your job is to get them to "know it" and "feel it" the way you do and to enlist their help in interpreting it for action. Here are some resources:

- Sample protocols, or group norms for having structured conversations are available at www.annenberginstitute.org/tools along with other tools for school improvement and at http://www.annenberginstitute.org/Tools/tools/results.php?fid=1
- A collection of tools including: *What, So What, Now What, Chalk Talk, Gallery Walk, Ghost Walk and more:* http://educon20.wikispaces.com/Protocols+Examples
- 101 Ways to Make Meetings Active: Surefire Ideas to Engage Your Group (Paperback) by Mel Silberman (Author), Kathy Clark (Author)
  - http://www.amazon.com/101-Ways-Make-Meetings-Active/dp/0787946079/ref=si3_rdr_bb_product
- When Kids Can't Read What Teachers Can Do- A Guide for Teachers Grades 6-12 by Kylene Beers (okay, this is not strictly about discussion protocols, but it has some in it and it's a great book!) http://www.amazon.com/When-Kids-Cant-Read-Teachers/dp/0867095199/ref=pd_bbs_sr_1?ie=UTF8&s=books&qid=1211401997&sr=1-1

This isn't all going to happen in one day– how do I continue the work beyond our initial meetings?

- There are many resources for schools to engage teachers in study of data– remember, you don't have to make all the decisions in one day– that would not even be wise! For more engaged and sustained study consider:
- Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement (Paperback)
  by Richard Dufour (Author), Robert E. Eaker (Author)
  - http://www.amazon.com/Professional-Learning-Communities-Work-Achievement/dp/1879639602
- ACSD- Study group resources
  http://webserver3.ascd.org/ossd/studygroups.html
- Other study Group Resources
  http://www.k12.wa.us/SchoolImprovement/Guide.aspx (p. B25-6)
- Site visit question Guide and Form
  http://www.k12.wa.us/SchoolImprovement/Guide.aspx (B 27+)

This seems like it might take forever! How can I make this manageable?

School improvement is a process. It's not something that is on your "to do" list one day and checked off the next. Data collection, analysis and reporting is part of that process. Here are some tips to ease you into the process:

- Take it one step at a time– try one of the discussion protocols with your staff and evaluate how it goes
- Don't be afraid to ask your staff what you are doing right and what you are not-- they will appreciate knowing that you care
- Make it meaningful and authentic-- Involve your staff on data analysis when it comes to large issues that affect (or even have the potential to affect) everyone– they probably don't need to engage in a protocol-based discussion on smaller issues
- Don't assume you have to have a democracy every time a decision is made– remember, you are being paid to make some of the decisions and your staff will appreciate you making an effort to seek input, but then making the decision
- Find a mentor or a partner– this can be lonely work– do you have someone to talk to when you are wondering about what to do?

Questions?